



**St. Luke's Hospital School of Nursing
at Moravian College**
Bethlehem, Pennsylvania
Spring 2011



“Human beings should keep learning as long as they are ignorant, i.e., as long as they live.”
(Seneca 4? B.C.-A.D. 65)

- DATE:** Spring 2011
- COURSE NUMBER:** NUR 360
- COURSE TITLE:** Ethical Dilemmas in Health Care
- COURSE FACULTY:** Maria L. Schantz, PhD, RN
Assistant Professor
Office: Hamilton 100
Phone: 610-625-7812 (Office)
E-mail: schantzm@moravian.edu
Class meets: Mon. Wed., Fri.: 7:30 a.m. -8:30 a.m.
Location: PPHAC 117
Office Hours: Mon. Wed. 9:00 - 10:00 a.m.
and/or by appointment
- COURSE CREDITS:** Course Units: 1
Theory Hours: 3
No clinical hours required
- CATALOG/COURSE DESCRIPTION:** This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed.
***This course meets U2 requirement.**
- PREREQUISITES:** No prerequisites required
- REQUIRED TEXTS:**
Butts, B. & Rich, K. L. (2008). *Nursing ethics across the curriculum and into practice* (2nd ed.). Boston: Jones and Bartlett Publishers.

American Nurses Association (2001) *Code of ethics for nurses with interpretive statements*. Silver Springs, MD: American Nurses Association.

American Nurses Association (2003) *Nursing's Social Policy Statement*. (2nd) Silver Springs, MD: American Nurses Association.

American Nurses Association (2003) *NURSING: Scope and standards of practice*. Silver Springs, MD: American Nurses Association.

REQUIRED READINGS-- found on course Blackboard—Under Course Documents, in file titled Articles :

Bozeman, B., Slade, C., & Hirsch, P. (2009). Understanding bureaucracy in health science ethics: Toward a better Institutional Review Board. *American Journal of Public Health, 99*, 1549-1557.

Camosy, C. C. (2009). Common ground on surgical abortion?—Engaging Peter Singer on the moral status of potential persons. *Journal of Medicine and Philosophy, 33*, 577-593.

Carr, D. (2010). Portraying the man known as Dr. Death. *The New York Times*. Retrieved April 21, 2010, from <http://www.nytimes.com/2010/04/21/arts/television/21jack.html?pagewanted=print>

DeWolf Bosek, M.S., & Savage, T.A. (2007). *The ethical component of nursing education: Integrating ethics into clinical experience*. Philadelphia: Lippincott Williams & Wilkins. **(Chapter 10 Only)**

Irvin, D. N. (1999). When does life begin? “Scientific” myths and scientific facts. *International Journal of Sociology and Social Policy, 19*(3/4), 22-47. Retrieved February 1, 2006, from http://lifeissues.net/writers/irv/irv_01lifebegin.txt

Jonas-Simpson, C.; Mitchell, G. J.; Fisher, A.; Jones, G.; & Linscott, J. (2006). The experience of being listened to: A qualitative study of older adults in long-term care settings. *Journal of Gerontological Nursing, 46*-53.

King, S. (2009). Life after Josie. *Good Housekeeping, 249*(October 1st):1-8. Excerpt from *Josie's story: A mother's inspiring crusade to make medical care safe* (2009), written by Sorrel King. New York: Atlantic Monthly Press.

McConnell, T. (2010). The inalienable right to withdraw from research. *Journal of Law, Medicine & Ethics, 840*-846.

Reverby, S. M. (2008). Special treatment: BiDil, Tuskegee, and the logic of race. *Journal of Law, Medicine & Ethics, 478*-484.

Roden, G. J. (2009). Overturning Roe in a heartbeat. *The Human Life Review, 101*-109.

Singer, P. (1995). Abortion. In Ted Honderich (ed.), *The Oxford Companion to Philosophy*, pp.2-3.

Singer, P. (n.d.). Peter Singer: Abortion, the dividing lines. *Herald Sun*. Retrieved December 30, 2010, from <http://heraldsun.com.au/opinion-old/peter-singer-abortion-the-dividing-lines/story-e...>

Walker, C. A. (n.d.). Lest we forget: The Tuskegee experiment. *The Journal of theory construction & testing*, 13, pp. 5-6.

Western, J.H. (2010). Princeton professor Singer: And I repeat, I would kill disabled infants. *LifeSitenews.com*. Retrieved December 30, 2010, from http://www.lifesitenews.com/home/print_article/news/11090

On reserve in Reeves Library:

Burkhardt, M. A., & Nathaniel, A. K. (2008). *Ethics & issues in contemporary nursing* (3rd ed.). Australia: Delmar Thomson Learning.

Munson, R. (2004). *Interventions and reflection: Basic issues in medical ethics*. California: Tomson/Wadsworth.

Munson, R. (2003). *Outcome uncertain: Cases and contexts in bioethics*. California: Tomson/Wadsworth.

* **Additional readings may be assigned during this course**

* **This syllabus is subject to change**

STUDENT LEARNING OUTCOMES:

At the completion of this course the student will be able to:

1. Identify the purposes of ethical theory and its relevance to decision making within healthcare practice.
2. Compare & contrast the three ethical theories of deontology, teleology, and principlism as each theory relates to ethical dilemmas.
3. Use the MORAL ethical decision-making model to address ethical issues inherent within clinical practice and nursing research.
4. Challenge the consistency of his/her ethical worldview.
5. Apply principles of healthcare ethics to justify ethical decisions that affect individuals across the lifespan.
6. Examine and discuss the interdisciplinary role of the nurse as it relates to ethical decision-making.

COURSE MATERIALS: Related course material (e.g., course documents, power points, directives for assignments) can be obtained on the course Blackboard site

TEACHING/LEARNING METHODS:

The student will engage in this seminar/problem-posing dialogical education in a learner-centered fashion with primary ownership for his/her own learning. Using the guides in the syllabus, directives, Blackboard materials, and seminar discussions and presentations, the student will devise a learning plan for the course. The statements below define activities that the student will be expected to accomplish during the course.

- 1.) Students will critically evaluate selected Ethical theories and related research through seminar discussions, formal presentations, quizzes/questions assignments, case studies, written critiques of movies (i.e., those selected for viewing), group discussions, interactions with possible guest speakers, and final examination. See directives:
 - Course/Class Participation
 - Movie Critique
 - Seminar Presentation
- 2.) Students will allocate time to view the following movies: *Miss Evers' Boys*, *Wit*, *John Q*, *Million Dollar Baby* (as available on Blackboard) prior to coming to class. Class time will be reserved to discussion related to reaction to movie. See directives:
 - Group Discussion
 - Course/Class Participation
- 3.) Students will incorporate relevant ethical considerations as they examine case studies from the perspective of client's experiences and outcomes. See directives:
 - Group Discussion
 - Course/Class participation
- 4.) Students will explore the nursing worldview in utilizing ethical theories/principles and discuss the relevance of these theories/principles for selected moral/ethical issues or dilemmas. See directives:
 - Group Discussion
 - Seminar Presentation
- 5.) Students can expect to work 6-8 hours per week outside of class preparing for this class

LEARNING STRATEGIES/MODALITIES:

- Blackboard –the URL for Blackboard is as follows:
<http://blackboard.moravian.edu>
- Seminar/discussions

- Final Exam
- Case Study Analysis
- Seminar/Oral Presentation of selected topic(s)
- Quizzes/Questions Assignments/Case studies
- Written Movie Critique
- Interactive Class/Group Participation and presentation
- Possible guest speakers
- Lectures will be used as appropriate
- Use of web sites/on-line learning resources pertinent to topic(s)

COURSE REQUIREMENTS:

I. **GRADING POLICY:** Successful completion of the course requires a (minimum) B in theory for nursing majors.

- 1.) Assignments are expected on or before their due date. The instructor reserves the right to deduct 5 (five) points per day from the grade if assignments are handed in late. Assignments that are more than 3 (three) days late will not be accepted and will receive a grade of "0" (zero).
- 2.) The grading scale is as follows:

A = 93-100	C+ = 77-79
A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D+ = 67-69
B- = 80-82	D = 63-66
	D- = 60-62
	F = < 60

NOTE: Students are encouraged to read/review the MC Grades and Quality Points criteria as described in the *Moravian College Catalog*. Nursing majors should also read/review the section, in the same catalog, related to "Graduation Requirements."

EVALUATION METHOD:

- | | |
|---|-----|
| 1. Course/Class Participation | 10% |
| 2. Three quizzes based on assigned movies and related reading assignments | 30% |
| 3. Written analysis/critique of one movie using the MORAL ethical decision-making framework as the basis for the critique | 20% |
| 4. Seminar Presentation | 20% |
| 5. Final Examination | 20% |

*Students will address an ethical issue across the lifespan such as:

Nursing the childbearing family i.e. reproductive technology such as IVF and advanced maternal age or “granny pregnancies”; selective reduction; fetal research/use of embryonic research; mandatory Newborn HIV testing; sperm retrieval from cadavers; human cloning; gender selection; marketing human embryos; eugenic sterilization

Nursing care of children i.e. futile pediatric care; children’s rights versus paternalism; life versus death decision making; the rights of the adolescent in quality of life cases

Nursing care of the adult i.e. HIV test reporting for public protection; right to refuse treatment for self or dependents; right to privacy and confidentiality; clinical trials

Nursing care of the elderly i.e. truth telling; competency matters; principles of equality and equal consideration, allocation of transplant organs, scarce medical resources; euthanasia and physician assisted suicide.

Written Work, e.g., Movie Critique/Analysis:

- Students will write a rough draft that will be peer edited. (Final drafts will be reviewed by a member of the Writing Center prior to submission to the instructor). This writing assignment is worth 20% of the total course grade. It must be written in accordance with American Psychological Association (APA) guidelines. Failure to cite sources will result in an automatic 0 (zero). This paper will be typed and grammatically correct. It is critical that spell and grammar checks be done. The paper should be four (4) double-space pages in length and typed in Times Roman using a 12 point font. **Writing Tip:** Include an introduction and a conclusion. An abstract is not necessary. Please bring a hard copy to class to hand in to your peer for his/her review. **See date on Topical Outline.**

Grading:

For the research presentation, students in each group will be given the option of whether to receive a group grade or an individual grade. The group will come to a consensus and then notify the instructor of the decision prior to the presentation.

II. ATTENDANCE POLICY:

1. Class attendance at specified meeting times is an expectation.
2. Students are expected to be prepared for class and to engage in/contribute to class discussion of material. Preparation includes completion of assigned readings, review of blackboard and on-line materials, viewing of assigned movies, and other designated assignments.
3. The instructor reserves the right to deduct 3 (three) points from the student’s final grade for each unexcused absence from class. Faculty will determine whether or not a student’s absence will or will not be excused. NOTE: In fairness to all students, anyone who exceeds a total number of two absences for whatever reason or circumstance will automatically have his or her course/class participation grade affected. The course instructor believes that higher education is an opportunity and privilege that should

be taken seriously. Therefore, this policy will be enacted with the student's interest in mind.

4. **If unable to attend a class**, please contact the course faculty at least one hour before class via phone (610-625-7812) or e-mail (schantzm@moravian.edu). Any absence from class must be accompanied by an appropriate written verification of absence (physician/nurse practitioner's note attesting to the student's serious or contagious illness or emergency circumstances).
5. NOTE: There are no commercial breaks built into the course, so once class begins students must stay. If they leave early or wonder out and return, they will be counted absent for that day's work. If there is an unavoidable reason why a student must leave class early, let the instructor know before class begins. If a student must miss class, it is his/her responsibility to get in touch with a classmate for obtaining any notes, handouts or other class items and to have the work done on time. Please, do not phone/e-mail/fax/text me to find out "what we did in class?" ... remember, you are responsible for your assignments.

Daily evaluation of attendance

and preparation is guided by the following scale:

- 3: Well prepared for class, excellent performance in terms of quality and quantity; in other words, EXCELLENT.
 - 2: Prepared for class, good performance in terms of quality and quantity; in other words, GOOD.
 - 1: Present in class, but evidence of little or insufficient preparation.
 - 0: ABSENT
- * Please, refer to Methods of Evaluating Course/Class Participation directive.

Classroom Behavior and Etiquette:

- We must maintain a courteous and productive environment during class.
- Out of respect for others and in the interest of learning, let courtesy and good judgment determine your use of a cell phone during class activity.
- You are expected to pay attention and to behave properly during class activity, as student incivility will not be tolerated. Examples of incivility may include, but are not limited to, use of profane language, inappropriate confrontation with others, violation of confidentiality, or misuse of college property. If your behavior is disruptive in any way, you will be asked to leave, will be counted absent for that day, and will earn a zero for that day's work.
- Sleeping in class is not allowed; if you want or need to sleep, stay home or in your dorm. If you fall asleep during class, you will receive one verbal warning; after the first incident, you will be counted absent any time you fall asleep during class, and will earn a zero for that day's work.
- The course faculty member reserves the right to dismiss the student from the classroom if his/her actions are deemed inappropriate.

**ACADEMIC HONESTY/
PLAGIARISM POLICY:**

All written assignments must adhere to the APA 5th edition format with proper recognition to another's work. Plagiarism is the intentional use of another's works or ideas as your own. This may range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation, to purchasing Papers from the Internet or a professional writing service. It also includes obtaining a paper from someone else, using text or images from the Internet and/or using text or images on Power Point and web pages without proper citation. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty, copies of which are available in the nursing department. You are held accountable to the requirements of "Academic Honesty at Moravian College" as stated in the Moravian College *Student Handbook*. Also consult the Policy on Academic Honesty, as included in the Academic Regulations section of the *Moravian College Catalog*. Violations or suspected violations will incur serious consequences.

DISABILITIES:

Students with a documented disability who wish to request course accommodations should contact the Director of the Learning Services (Ex. 1510).

• **APPENDICES:**

- Course content and/or the method of delivery are subject to change at the discretion of the instructor.
- It is within the instructor's discretion to apply qualitative judgment in determining the grades for an assignment or for the course.
- Students are encouraged to send course-related e-mails via their Moravian College account. In addition, if your e-mail does not contain the course number within its title, the instructor will not open e-mails sent from personal addresses.

**COURSE/CLASS PARTICIPATION &
ASSIGNMENT DIRECTIVES:**

Class Participation:

Each student is required to be prepared for class and to engage in/contribute to class discussion of material. Participation includes completion of assigned readings, review of Blackboard and on-line materials, and other designated assignments. The course document, “Methods of evaluating course participation”, further delineates the criteria to measure this learning outcome.

Movie Viewing & Analysis/critique:

Each student will be required to view 3 or 4 movies, as per the syllabus selection. From these, each student will select one movie to prepare a written analysis/critique using the MORAL ethical decision-making framework as the basis for the critique. The assignment is to be submitted as hard copy to the instructor on the assigned due date. The course document, “Guidelines for Movie Analysis/Critique,” further delineates this process.

Research Presentation

Students will self-assign to a group. There will be four (4) students per group. Each group will select an ethical dilemma from one of the lifespan categories: childbearing family, children, adults or the elderly. Each group will be allotted a 50 min. class period to present their information. NOTE: The “Guidelines for Research Presentation”, included in the Course Documents folder, on Blackboard, further delineates this process.

_____	_____
Faculty Signature	Date
_____	_____
Department Chair Signature	Date



**St. Luke's Hospital School of Nursing
at Moravian College**
Bethlehem, Pennsylvania
NUR 360: Ethical Dilemmas in Health Care
Spring 2011 Semester



TOPICAL OUTLINE

Week	Date	Topics	Assignments Due	Readings
Week 1				
	Jan.17, 2011	Course Introduction General Overview		
	Jan. 19, 21	Intro to Ethical Philosophy, Theories, & Approaches	To prepare for class participation or discussion, read carefully the Ethical Reflections exercises on pp. 10, 11, 12, 13, 22, 23, & 24 in Butts & Rich *Introductory Assignment due* Arrange a meeting with your designated Seminar Presentation group to select an ethical issue that challenges health care practitioners as well as today's society. Once the issue is selected, the group will initiate a thorough research on the selected issue, which will be presented in class on the assigned date	Butts & Rich Chap 1 ANA's Code of Ethics for Nurses with Interpretive Statements (2001) - read appendix A in your Butts & Rich textbook See "Suggestions for Possible Research Issues" at the end of this Topical Outline
Week 2	Jan. 24, 26,	Intro to Bioethics, Nursing Ethics, and Ethical Decision-Making	Read the Case Study and prepare to answer the six (6) questions in	Butts & Rich Chap 2

	Jan. 28	Ethics in Professional (Nursing) Practice –	Butts & Rich p. 73. Prepared to discuss exercise on pages 107-108 in Box 3.6 “Should I buy this APA paper?”	Butts & Rich Chap 3 –Also The ICN Code of Ethics for Nurses, Appendix B
Week 3	Jan. 31	Giving culturally sensitive Care		Check Power Point titled “Nursing education: A critical cultural perspective” found in the power point folder
	Feb. 2, 4	Legal Issues: Relationship between Ethics & Law Ethics in Organizations and Leadership		Burkhardt & Nathaniel, Chap. 7 “Legal Issues” –on Reserve in Reeves Butts & Rich, Chap 4
Week 4				
	Feb. 7,	Reproductive Issues and Nursing Ethics		Butts & Rich Chap 5

	Feb. 9	Issues of abortion pro-choice stance	<p>* Quiz # 1 (Topic: Abortion)</p> <p>Prepare to discuss the readings in class</p>	<p>Review the Roe vs. Wade decision of Jan 22, 1973. An internet source that might be helpful is http://tourolaw.edu/patch/Roe</p> <p>Also read the following articles, as found on Blackboard:</p> <p>1.) Roden's, titled "Overturning Roe in a heartbeat"</p> <p>2.) Singer's "Abortion"</p>
	Feb. 11,	Pro-life stance: When does life begin?		<p>Read: Irving's, "When does life begin? Scientific myths and scientific facts."</p> <p>Also, check the following web site: National Right to Life Committee at http://www.nrlc.org</p>

Week 5	Feb 14	Reproductive Technology	Prepare to discuss in class: Box 5.5 Highlights from the field, p.177. Also, prepare Case Study p.190	
	Feb 16, 18	Infant & Child Nursing Ethics	Prepare to discuss Box 6.7: Highlight from the field, p. 217 and Case Study, pp. 226-227.	Butts & Rich, Chap. 6 Read the short article/essay by Westen, titled "Princeton professor Singer: And I repeat, I would kill disabled infants."
Week 6	Feb 21, 23	Adolescent Nursing Ethics	Prepare Case Study, p. 270	Butts & Rich, Chap. 7
	25	Adult Health Nursing	Read Box 8.2: Highlights from the field, p. 282. Prepare Ethical Reflections, p. 283	Butts & Rich, Chap. 8
Week 7	Feb 28		Prepare to discuss Case Study on pp.305-306	Read about Aristotle's Virtue Ethics and be prepared to present in

	March 2,			<p>class your findings on the subject matter.</p> <p>Check the following website: US Government information on organ donation and transplantation http://organdonor.gov</p>
	March 4	Allocation of Resources/Economic issues in Health Care	**Quiz #2 (Economic Issues)	<p>Burkhardt & Nathaniel, Chap. 15 Also read Article 25 of the United Nations 1948 <i>Declaration of Human rights</i> at http://www.un.org/rights/ Prior to class, students will view the movie "John Q" - Available on Blackboard - Class time will be reserved to discussion r/t reaction to movie</p>

Week 8	March 7-11	Spring Recess— No Classes		
Week 9	March 14,	Psychiatric/Mental Health Nursing Ethics	Prepare Case Study, p. 344	Butts & Rich, Chap. 9
	16	Ethics and the Nursing Care of Elders	<i>Prepare to discuss Case Study, pp.386- 387</i>	Butts & Rich, Chap. 10
	18	Gerontological Considerations-- Guest Speaker— Dr. Alma Miles		Read article byJonas- Simpson et al, titled "The experience of being listened to..."
Week 10	March 21	Social Issues: Poverty, Domestic Violence, & Racism		Burkhardt & Nathaniel, Chap 16 (on reserve in Reeves)
	23	Research Ethics: informed Consent, IRB role, etc.		Read Reverby's article: "Special treatment:..." Read: 1.) Bosek & Savave, Chap. 10 2.) McConnell's "The inalienable right to withdraw from research" and

Week 11	March 28			<p>3.) Bozeman et al's "Understanding bureaucracy in health science ethics..."</p> <p>Prior to class, students will view the movies <i>Wit</i> and <i>Miss Evers' Boys</i> - Available on Blackboard - class time will be reserved for discussion r/t reaction to the movies. Read the following article: 1.) "Life after Josie," (by Sorrel King)</p>
	March 30	Ethical issues in End-of-life nursing care - Informed Consent & Advance Directives	Review the Case Study with related questions in Butts & Rich, Chap 12, pp. 493-495 Prepare Case Study, pp. 493-495	<p>Butts & Rich, Chap 12</p> <p>Prior to class, students will research the landmark cases of Karen Quinlan, Nancy Cruzan, & Terri Schiavo</p>
	April 1 st .	Guest speaker - Reverend Nancy Adams, SLHHN Chaplain	*Movie Review/critique draft due for peer review	Prior to class Students will view the movie <i>Million Dollar</i>

Week 12	April 4,	Euthanasia (its various modalities)		<p><i>Baby-Available on Blackboard— Class time will be reserved to discussion related to reaction to movie, as above</i></p> <p>Read Carr's editorial "Portraying the man known as Dr. Death". And bring to class an article about Dr. Jack Kevorkian.</p>
	April 6,	Community/Public Health Nursing Ethics		<p>Butts & Rich, chap.11 Students will explore/research an issue r/t cultural competency to share in class during group discussion</p> <p>Internet source that that might be helpful are as follows:</p> <p>http://www.nursingworld.org/readroom/position/ethics/etcldv.htm http://www.healthfinder.gov/justforyou/ http://www.georgetown.edu/research/</p>
	8	Transcultural & Spiritual Issues	**Movie Review/Critique due	

			<p>Euthanasia</p> <ul style="list-style-type: none"> • Landmark Cases • Advance Directives <p>HIV/AIDS</p> <ul style="list-style-type: none"> *Responsibility and Confidentiality *HIV Testing *Disclosure <p>Medical Futility</p> <ul style="list-style-type: none"> *Genetic and Congenital Impairments *Testing for Impairments * Dilemma of Severe Prematurity *Arguments in Favor of Withholding Medical Care from Defective Infants *Social Context <p>Clinical Trials</p> <ul style="list-style-type: none"> * Patient Rights * Impact on Society * Outcomes 	
Week 16	May 5		**FINAL EXAM** at 1:30PM	

Note: *The Instructor reserves the right to assign additional readings, alter course content and/or course sequence as needed, and use qualitative judgment in determining the grades for assignments and exams.